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ABSTRACT

This document discusses a seminar in which participants focused on the enculturation of boys into American society, particularly the ways in which violence tends to be connected to boys. Three teams from three different school districts, a team from the Board of Cooperative Educational Services, and a team from a college teacher preparation department, for a total of 15 men and boys, assembled for the 3-day session. The booklet outlines the seminar process in which "nonexperts" come together to discuss problems and formulate solutions. The first day was devoted to introductions in which each participant made a brief statement about the topic. During the opening session several issues were identified that would be discussed during the seminar: (1) violence, especially in schools, often involves boys attacking girls, both verbally and physically; (2) boys are raised to be physically strong and to deny their emotional side; (3) the stereotypes about boys are inculcated through sports, media, and gender inequality; (4) boys from one-parent families often have no adult male model; and (5) boys who are "different" are often objects of ridicule. Day two of the seminar featured presentations, reflections, and the formulation of programs. An overview of the four pilot programs that arose from the seminar are presented. (Appendixes include suggested activities to use with boys about violence and school culture.) (RJM)

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A VIEW INSIDE:

ENLISTING MEN & BOYS TO DEVELOP STRATEGIES TO PREVENT

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ENLISTING MEN & BOYS TO DEVELOP STRATEGIES TO PREVENT

SELECT SEMINAR PROCESS

The Capital Area School Development Association (CASDA) has been sponsoring Select Seminars since 1985 as a form of professional development. These Seminars provide a forum for educators to consider major issues and make written recommendations to improve the quality of education. Reports of the Select Seminars are published by CASDA and circulated regionally and nationally. Reports have been reproduced by four State Departments of Education for use in professional development and orientation programs.

The Select Seminar process has received a great deal of attention and has been replicated across the country. It has been extremely gratifying to be credited by colleagues with developing what is essentially a quite simple format and process.

The CASDA Select Seminars follow a very simple structure based upon a set of guiding principles:

1. Participants need to commit adequate time—to work, to reflect, and to write. Most Seminars have been conducted for five full days spread about a month apart over the first three months with the final session being a two-day overnight retreat in the middle to the end of the fourth month. This Seminar adopted a different format by meeting for three days in January with a follow-up meeting in May.
2. A conducive working environment is very important. The Seminars have been conducted in "protected environments"—away from the work site, in quiet and aesthetically pleasing surroundings with special care being given to the quality of food and refreshments. We believe this clearly is a first step in communicating to participants that the Seminar is special and there are high expectations that the deliberations of its members will have an important result.

3. The Seminar participants are the experts. We believe these Select Seminars have been highly successful in part because of the high degree of personal and professional respect afforded participants and the central belief on which the Seminar series was founded: "that consciously competent teachers and administrators are the best arbiters of educational practice." While participants do extensive reading during the Seminars, visiting experts and lecturers are not usually a part of this experience. The participants of a Seminar are the body of experts.

4. Roles are "checked at the door." One's ideas must stand on their own, be debated, accepted, or discarded without reference to one's position or education. There is never just one role group represented in a Seminar.

5. Seminars are self-governing entities with organizers serving the group. The coordination of the Seminar is managed by personnel from CASDA. After providing the initial structure and on-going logistical support, they work to transfer the governance and direction from themselves to the participants. By the end of the Seminar, it is fair to say that the Seminar becomes self-governed with the coordinators taking direction from the Seminar group.

6. The experience is at least as important as the product. All Seminar participants agree that the process, the experience, is most important; in fact, the report might be quite different if the process continued over time, instead of representing but one point in an ongoing process when, although there is much agreement on important issues, there is some disagreement as well. Even so, the report provides an important documentation of the experience and serves to validate for each of the participants the energy and effort they expended. We also firmly believe that such an ongoing conversation can only result in better education for all of our children.

We also firmly believe that this process effectively promotes significant professional development. The use of the process in other states, the popularity of the Seminar reports, and the many testimonials from the participants over the years convince us of the viability of the process.

PARTICIPANTS

ENLISTING MEN & BOYS TO DEVELOP STRATEGIES TO PREVENT

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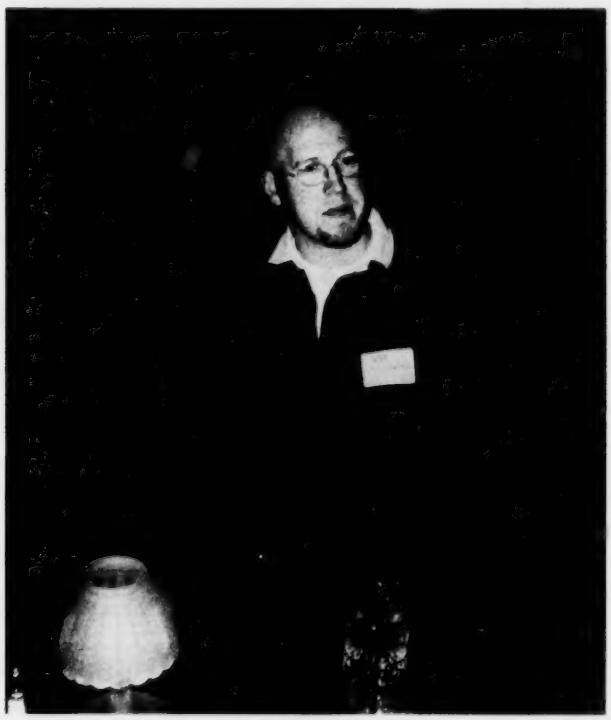
INTRODUCTION

Planning for this Select Seminar began during the spring and summer of 1998. After two Select Seminars and publications focusing on Men Helping Boys with Difficult Choices, the planning committee believed that attention had to be paid to the connection between boys and violence in our society. It is ironic that much of the reporting on violence in schools in the United States has not yet focused on that connection to boys and the way they are being encultured into our society. We wanted teams to examine this issue and its relationship to their schools or districts by focusing on the root causes of why violence tends to be connected to boys. Following these discussions, the teams would begin planning a pilot program to be implemented in their schools or districts during the spring semester.

We also had a hunch that it would be difficult to get teams of male teachers, support staff, parents, and students to come together for this Seminar. That is one reason why we abbreviated the typical five-day Seminar into a compacted three-day experience at the Rensselaerville Institute in January 1999 with a follow-up day in Albany in May 1999 of reporting on the implementation of the programs with the participants' evaluation.



In September 1998 when we sent an invitation to superintendents in the Greater Capital Region to send teams of men from their schools or districts, we also sent the following rationale for conducting the Select Seminar:

ENLISTING MEN AND BOYS IN DEVELOPING STRATEGIES TO PREVENT VIOLENCE IN SCHOOLS

"Boys are in crises . . .there is the national crisis of school violence, homicides, drug use, suicide, date rape and school failures. Then there is the other crisis...the silent crisis. When boys repress normal feelings like love because of social pressure, they've lost contact with the genuine nature of who they are and what they feel. Boys are in a silent crisis. The only time we notice is when they pull the trigger."

— **William Pollack**, author of *Real Boys: Rescuing Our Sons from the Myths of Boyhood*, Clinical Psychologist, Harvard Medical School

"Alienation is a theme that has struck me lately in looking at how easy it is for some boys to disconnect themselves from others. It seems more than simple independence and has a more negative feel to it . . .Alienation allows for more disrespect and the blaming of others. It also fuels apathy, lack of empathy, and may contribute to the increase of violence in schools."

— **Male Educator & Participant**, CASDA Select Seminar, Men Helping Boys with Difficult Choices II, 1997

While extreme examples of the violence schools are facing, the shootings this past year have proved a clarion call for educators, parents and students to take a closer look at the issue; particularly in the areas of intervention and prevention. The quotes above are but two voices out of increasing numbers asking us to consider the connection between males and violence in our schools, in our culture. It is a twofold connection that both seeks to focus on a source of the problem, while also offering encouragement and the hope for a solution.

Statistics on violence in schools, from physical to sexual harassment, bear out the fact that males are predominantly the perpetrators and, in addition, more likely to be disciplined, suspended or to drop out of school than females. However, there is increasing evidence that efforts at intervention and prevention are enhanced when males, particularly adults and students in positions of leadership, are actively involved in providing and promoting alternatives to the behaviors that lead to the violence; alternatives designed to be positive and non-blaming. The objective of this CASDA sponsored program is to bring school based teams of adult and young men together to work toward developing strategies aimed at helping males become part of the solution to this problem.

Our invitation to school districts yielded three school building teams from three different districts, a team from a Board of Cooperative Educational Services, and a team from a college teacher preparation department. What follows are the experiences of the teams in January at the Rensselaerville Institute, the plans they developed, and the goals accomplished or still to be accomplished.

One vital feature of each Select Seminar is the time to reflect and write. Participants have time provided in the agendas for such reflection and writing. Often the writing captures the essence of the discussions and the experiences of a Seminar. The report that follows depends heavily on these reflective writings of the men in the Seminar.

The events on April 20, 1999, at Columbine High School in Colorado have riveted the attention of educators and the public on school safety issues. Regrettably the root causes which force some boys into that corner of violence are not receiving the critical attention needed. The thoughtful, concerned deliberations of participants in this Seminar focus directly on the root causes.

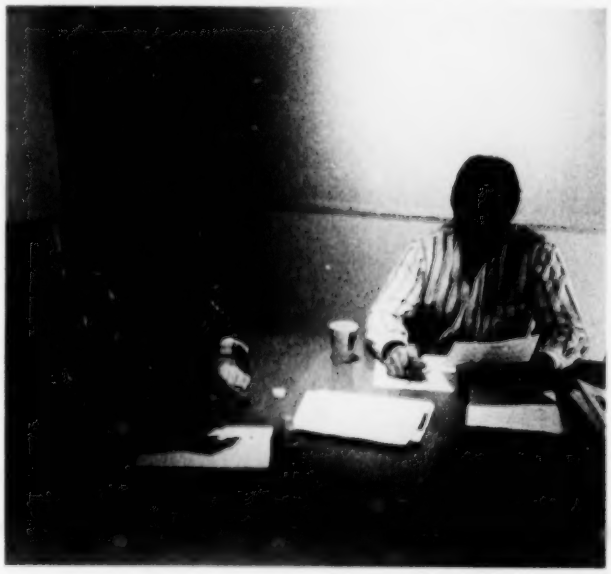
SEMINAR PROCEEDINGS

Every Select Seminar begins with introductions. In this Seminar each participant introduced himself and made a brief statement about the topic. During the opening session several important issues were identified which would be discussed during the rest of the Seminar. These issues included: (1) violence, especially in school situations, often involves boys attacking girls, both verbally and physically; (2) boys are raised to be physically strong, to deny their emotional side, to be "macho"; (3) the stereotypes about boys are inculcated through sports, media, and gender inequality; (4) boys from one-parent families often have no adult male model; (5) and boys who are "different" often are objects of ridicule.

Not only did these introductions and statements identify issues, but they also were extremely powerful, emotionally charged, and intensely personal. The session immediately drew these men into a world unlike the world they were brought up in where they had to hide their gentler, emotional side in order to be "men." In this new environment, they were encouraged and even gained approval and acceptance by examining this different part of their inner nature.

"All of the stories touched me emotionally and made me feel a very quick closeness that I did not quite expect." Another participant said, "Introductions—a very enlightening experience. It was interesting to hear the opinions and feelings of men. It is so true that we men (me included) focus on the process, taking charge, getting things done. Yet we never, and I mean never, take the time to feel or to even talk about how we are feeling . . . I have come to understand so much more on a personal level about men and myself."

The following anecdote illustrates a participant faced with violence and its positive outcome: "Sunday night's introduction was a very informative and emotional uplift for me. I had never been in a meaningful discussion with a group of males about my concerns about male problems. Every single person had a great contribution to our discussion. I told a story of a situation in junior high school. I spent my time with a certain group of peers during elementary school. My weekends were busy because I was taking various martial arts instruction. When my group and I went on to junior high school, we were harassed by a bully. He would force us to buy him things from the store and lend him our video games. One day someone from my group told this bully that I could beat him up. So, this bully challenged me during the middle of lunch. I felt that I could not back down if I wanted to keep my dignity. I fought with this guy and wound up getting the better of him. From this point on I was admired. Having this leadership status, I could define what was cool. I enjoyed being a part of a church youth program. Many people joined similar organizations because it was now socially acceptable. My unfortunate use of violence turned into a good thing. Most often the people in a leadership position are misguided individuals. I worked my way into a leadership position and made it socially all right to do positive things with my time. This reinforces the impact that role models are important in a child's life. If positiveness is glorified, then it would be popular. Unfortunately violence is popular and therefore it is



glorified. Lastly, I would like to add that the former bully and I became good friends."

Some of the discussion centered on the need to belong that is such an important factor in the lives of young people. "This is a force that is rewarded by external gratification as boys act in ways to win the approval of their peers. This desire to belong is further motivated by the fact that many young people are not involved in strong relationships at home or in school where they feel a sense of belonging, thus driving them even harder to win the respect of their peers. It is necessary that we begin guiding relationships with our students while they are in school because for many students there is nothing between teacher and student. In classrooms where this is happening, the student is often failing and school becomes an interruption in their daily lives."

Ironically this need to belong forces many boys to live the stereotype in an effort to gain acceptance from their peers. But in turning off their emotional selves, they often cut themselves off or disconnect from the very people whom they need to help them develop into fully realized human beings.

The issue of disconnectedness surfaced often in the Seminar. In Terrence Real's book *I Don't Want to Talk About It*, he writes, "The price for traditional socialization of girls is oppression, as Lyn Brown and Carol Gilligan put it, 'the tyranny of the kind and nice.' The price of traditional socialization for boys is disconnection—from themselves, from their mothers, from those around them." p. 130.

"Once again, 'disconnectedness' was a theme," said a participant, "that was underlying a boy's progression toward violence. Disconnected from parental influences and the teacher's/school's influences, contributes and leads a boy into an insulated and isolated world. Positive role models are lacking or ignored; parents and teachers are ignored and the child is more influenced by peer pressure. The child's growing need for a sense of belonging can quickly drive a boy into acting-out behaviors."

Another participant agreed, "A major theme seems to center around 'disconnectedness.' At home, many parents are missing during critical times due to working parents, single-parent families or children living with adults other than their parents. As a result young children are learning from their music, TV, and each other in unsupervised situations. In school there seems to be disconnectedness from teachers. There seems to be so much to do that the important relationships that often form between students and teachers are taking a back seat to teaching a subject—not the students."

ROLE PLAYING STRATEGIES

After the opening session of introductions and personal statements, the second day began with a variation from other Select Seminars. In the typical Select Seminar, "visiting experts and lecturers are not usually a part of this experience." The planning committee wanted to plunge immediately into the specific topic because of the abbreviated time of the Seminar. Jeff O'Brien, a consultant with Sport in Society, the Center for the Study of Sport in Society, located at Northeastern University in Boston, made a presentation to the Seminar Group. Jeff is specifically involved with the Mentors in Violence Prevention (MVP) Program at the Center. (See the Appendix for more information about MVP.) The MVP Program was initially funded by the U.S. Department of Education's Fund for the Improvement of Post-Secondary Education. The mission was to create a method for educating college male student-athletes about gender violence, and to train some of the young men to use their platform with younger boys to provide strong anti-sexist male leadership.

Jeff outlined the goals of his work with MVP and examined the ethic of strength in men associated with dominance over women. Building on the participants' opening statements, Jeff discussed the issues and then took the participants through several role playing situations which provided them with personal reactions which they, in turn, felt would be effective in their work with boys in their schools. The role playing exercises are called "Talkin' Trash","Slap Shot," "Male Box," "Imagining and Reimagining: Close Your Eyes," and "Pyramid of Abuse." These exercises were used in some of the Pilot Programs and appear in the Appendix of this publication.

He also presented statistics about violence in the United States in five areas: rape, battering, homicide, Gay/Lesbian harassment and assault, and sexual harassment.

- Every single minute in America, there are 1.3 forcible rapes of adult women; 78 women are forcibly raped each hour. Every day in America, 1,871 women are forcibly raped, equating to 56,916 forcible rapes each month. And every year in our country, 683,000 American women are forcibly raped. More than six out of ten (61%) rapes occurred before victims have reached the age of 18. Twenty-nine percent of forcible rapes occurred when the victim was less that 11 years old, while another 32% occurred between the ages of 11 and 17. Slightly more than one in five (22%) rapes occurred between the ages of 18 and 24.
- Numerous studies report that 95% of serious violence in heterosexual relationships is perpetrated by men against women. Three to four million women in the United States are beaten by male partners every year. Women of all cultures, races, occupations, income levels, and ages are battered by husbands, boyfriends, lovers and partners.
- Women are more likely to be killed by their male partners than by all other categories of persons combined. Homicide is the second leading cause of death for all women aged 15 to 24.
- Crimes against Gays and Lesbians have increased during the 1990s. Gay and Lesbian youth are two to three times more likely than their peers to attempt suicide and account for 30% of completed youth suicide. Ninety-seven percent of students in public high school report regularly hearing homophobic remarks from their peers.

- Sexual harassment is pervasive in secondary schools. Students consider sexual harassment a serious problem and have difficulty getting help, even though a majority reported trying to talk to someone about the harassing behavior.

The statistical evidence of male violence against women provided a vivid background for the role playing exercises which focused on boys and men as bystanders, and not as potential perpetrators. This approach used by MVP and described by Jackson Katz in his paper for the Center for Research on Women (No. 291, 1998) allows the participants to think about how they might actively make a difference, rather than simply not being abusive themselves. These role playing exercises help boys and men to understand and support the need to have the courage to speak out about sexism in such a way as to show anti-sexist masculinity as something they should aspire to, and not be embarrassed by.

"A student must be given other strategies to follow once his inappropriate reaction/behavior is 'fleshed out.' The morning session attempted to do this, and it was extremely valuable in this regard. It was also apparent that strategies to change behavior must be thought of as long term rather than one session or two 'feel good' attempts to change behavior. My concern is that there does not seem to be a concerted effort."

"Although violence is a serious issue in our society, when you focus your train of thought to deal with just this issue, it's alarming to see how big this is. In our morning session the activity that had us focus on roles of the victims, bystander, and perpetrator, we really began to see how we are all caught in this web of violence."

The following insightful comment from a participant at the January Seminar, well before the April 20 tragedy in Columbine High School, proved to be most prophetic: "We can no longer avoid or deny the reality of violence in our lives and in our schools. We must also acknowledge that it is men and boys who commit these acts of violence. I remember some 35 years ago, walking home after playing basketball at the community gym and being stopped by police tape and the covered body of a teenager shotgunned to death by another teenager in front of the local movie theater. This was Main Street in the village of Cooperstown. The shootings of recent

months reflect that the violence persists. The story is it can happen in any community. We must recognize the patterns that precede acts of violence. They are symptoms evidenced in the classroom, hallways, and playgrounds in our school each day. The verbal ridicule, taunting, and 'put-downs' reflect the acting out of the ritual by which 'boys become men.' This verbal demeaning of people often is a tell-tale sign of physical violence found in the acts of boys and men who commit violence against girls and women often referred to as 'teen date rape,' 'domestic violence,' 'sexual assault,' and murder. We have discovered the absence of men in the reference to these 'Women's Issues' which we must confront and address. This awareness must translate into concerted efforts and programs that raise awareness and alternatives to violence. If we are not an active participant in a solution, we, by our lack of action, are a part of the problem. The silence of men in response to issues of violence speaks to a culture that accommodates violence. The audience of a fight or the bystander who witnesses violence represents the conditions that in their own way condone violence. Our culture—through the inaction, language, media, sports, and gender inequalities to list just a few examples—perpetuates the inhumane conditions of gender-bias subordination and violence. It is about male power, control, and domination in obvious and subtle ways."

Sports and their ramifications for boys became an important issue in the Seminar. Though the men applauded sports and participation by young people as a positive activity, they also discussed some of the negative aspects. The stereotype that boys should be good athletes, physically strong and powerful was examined. The obverse was also apparent that many boys who do not measure up to that stereotype may

be viewed as different and thus suspect as "real boys." One participant reminisces about this stereotype: "I was afraid of not being 'cool.' I was athletic and at the time viewed being a jock as far more important than having the answer or being able to contribute in class discussions. As a youngster I enjoyed the arts. I was fascinated by music; however, I chose not to participate, fearing to 'step out of the box.'"

Others pointed out that athletics often taught young boys that violence was acceptable through the modeling of the coach. "I found the afternoon discussion extremely interesting—especially the comments about the effect of coaches' styles. Several members of our group related stories about how their coaches berated them and were physically intimidating to them. They stated that this had a significant impact upon their self images to this day . . . From all of these discussions, it seems that there is a lot of consensus about the original causes for male violence."

"I recall a coach I had in high school who was very influential in my life. Although he was a good motivator, looking back I was motivated more through fear than through his encouragement. This man/coach genuinely frightened the majority of us on the team. Still, at the same time, many students respected him. Imagine if this coach took the time to give positive encouragement or address appropriate behavior. What an opportunity, what a position to be in."

The impact of the Seminar experience was well expressed by one participant during the discussion of violence in sports and the influence of the coach: "The discussions so far have made me think about my values and reflect on what is going on in my life and how I treat people differently. I see myself telling my nephew 'toughen up,' 'don't be a wimp,' I tell male students to stop crying. I've called athletes 'sissy' and said, 'you hit like a girl,' etc. I can see that I am not helping at this point in preventing violence by boys."

Perhaps the most poignant moment in the Seminar came on the second morning when one of the participants insisted on making a statement before that day's session began. The statement was an emotionally presented revelation that epitomized for the participants what the Select Seminar was really all about: finding ways to help males get in touch with their emotions and gain the facility of examining their inner feelings and inner-self. He summarized his statement in his reflective writing later that day: "It is a year ago this month that my dad passed away. During this time since his death, I have had a difficult time dealing with my emotions regarding the type of relationship we had as father and son. He was always there for me at sporting events and school plays. But he never told me or my brothers and sisters that he loved us. We never saw him cry. He never gave us an encouraging word. He was strong, he was a provider but something was missing. All this time I felt it was a personal thing on his part. I realize now that that's the way he was raised, and he believed his ways with us would make us better men. I don't make excuses for his actions or lack thereof, but from this Seminar I have a better understanding of why. It is truly amazing but I have been able to come to grips with what has been nagging at me for a long time. I am now at peace with myself regarding my dad. I thank him for what he did for me and I want to have some of the qualities that he had and more. I am glad I am at this conference."

That statement prompted this written reflection later in the Seminar: "A lot more sharing of feelings! Interesting that all of us in the group stated it was difficult to talk about our feelings because it is something that we were brought up not to do. There has never been a forum like this before to do so. All of us are feeling more comfortable expressing how we feel. It is very important to look in the mirror and reflect upon what influence we are having on boys and other men. We do have an influence, positive or negative. How do we want to be remembered by the people who we deal with?"

FORMULATING PROGRAMS

Uppermost in the participants' minds throughout the Seminar were the male students in their home schools. They often stated their desire to translate their Seminar experiences into the pilot programs for their schools.

One participant quickly jumped from the discussions to applying that information to his school: "I am struck by how quickly we can bond. Hearing each man's perspective on violence and the effects on our boys, rapidly develops a common bond of respect, sharing, and agenda. Just recognizing the assault on our development as what it means to be a man—from media, peers, families—and the often result of disconnectedness and isolation helped me personally to re-examine my relationship with other men. We place ourselves in a restrictive box, and to venture beyond is to run the risk of ridicule by others . . . Clearly, men's violence towards women, objectification of women, and de-sensitizing ourselves towards women, can only be used in building up our own sense of self . . . I'm formulating how these comments from last night . . . can be implemented in my school."

Thinking of the already over-loaded curriculum and the pressures on teachers and schools, another participant wisely offered this reflection: "It is important to utilize existing mechanisms because of the feeling in school that people are being overwhelmed with committees and additional responsibilities. 'Folding' in anti-violence strategies, approaches, techniques and ideas will help negate the feeling stated above."

And another insightful participant offered a different perspective about alleviating the problem: "As educators, we need to clear out lecture-based learning in our schools and integrate learning activities where students and especially young males are actively learning. Further, we need to increase the audience of our students' work performance, moving beyond the teacher to that of their peers and the community within and without the school. The larger the audience the more important the students will feel about their work and in this way they are striving to belong among their classmates."

FINAL REFLECTIONS

At the end of each Select Seminar, participants have the opportunity to make one final comment to the other members of the Seminar. This closing activity is compelling because it demonstrates the bonding that people experience in a Select Seminar. The essence of the closing can be experienced vicariously by reading some of the final written reflections of these men.

The presentations, conversations, reflective moments and reports have touched each of our male lives. This in and of itself is an effective outcome of the CASDA initiative. We have modeled the experience for each other about what it is we and other men can bring, share, and create with other men and the boys and young men in our schools.

Working with only a group of dedicated men broke down some of my own barriers. I don't get the chance to meet with other professional men, or any men, where sports events are not the central theme . . . We will also be working with select students to sensitize them towards connecting with fellow students, adults and parents in a warm and caring manner.

I have never been in a discussion with a group of males that dealt with the problems of violence. The violence of males in particular is a huge problem. This Seminar has been so helpful to my growth. I have looked inside myself as a man. I have been able to investigate reasons for some of my negative thought patterns and behaviors. I have come to grow more in touch with my emotions.

I'm missing my family, but I know I will come back to them being a more sensitive and caring individual. I look forward to interacting with male students and other male friends and colleagues to discuss some of the issues we talked about in this Seminar. I am surprised at how drained I am mentally!

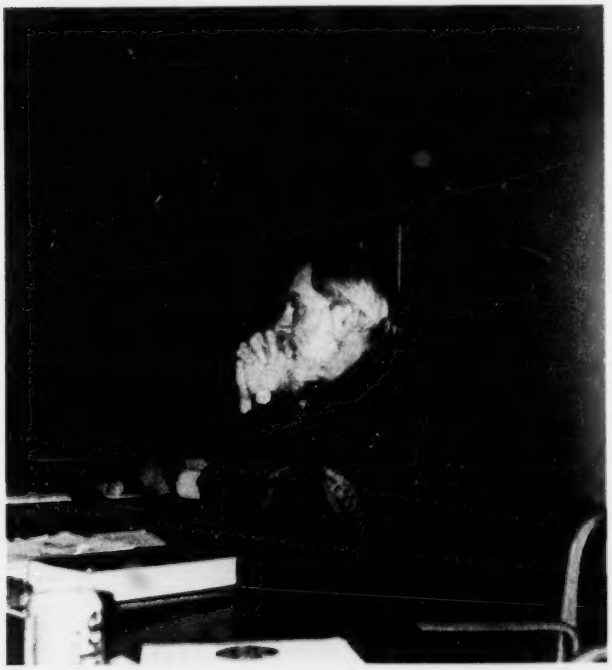
PILOT PROGRAMS: AVERILL PARK

FINAL REPORT:

"Enlisting Men and Boys to Develop Strategies to Prevent Violence"

Averill Park's participation in the Select Seminar, "Enlisting Men and Boys to Develop Strategies to Prevent Violence" provided an opportunity to reflect on the problems of violence in schools and to share ideas with other professionals on ways to attack these problems. The objectives of the Averill Park team's plan were met with varying degrees of success and will need to remain a focus during the 1999-2000 and following school years. The events at Columbine High School during the spring of 1999 certainly heightened concern at all levels and have and will impact schools' response to the issue of violence in schools.

The Averill Park Task Force on Safe Schools, as well as the Averill Park administrators, was very receptive and eager to hear about our seminar. They were supportive of our team's goals and the task force will be utilizing some of our suggestions as they develop a Safe Schools Plan for Averill Park. Existing practices will be reviewed for their effectiveness and necessary adjustments made.



The implementation of a peer mediation program at the middle school is off to a successful start. The purpose of this program is to provide a method for students to resolve their problems before resorting to violence of any type. Twelve students and six faculty members participated in a two-day Peer Mediation Training. Students made a video that was broadcast over closed circuit TV to all Algonquin students to inform them about Peer Mediation and promote student involvement. During the last two months of school six mediations were scheduled. Three were held with successful resolution, in two cases the problem was solved before the mediation, and in the other, one student refused to meet. Next year we will target the incoming sixth graders with information about peer mediation and its use as a problem solving forum.

In addition, at Algonquin a new curriculum will be taught to sixth graders call EQ (Emotional Quotient). This program will be taught by college students and will address many topics related to students getting along with each other, conflict resolution and decision making. Hopefully this program will result in less violence.

At the high school the idea of enlisting coaches to address violence among their athletes was not met with enthusiasm. They felt that their athletes were not the problem and a different group should be targeted. The alternate education staff as well as the health teacher will be incorporating ideas from our Seminar with their students.

PILOT PROGRAMS: SHAKER JUNIOR HIGH SCHOOL

FINAL REPORT OF STRATEGIES AND INTERVENTIONS USED TO PREVENT VIOLENCE

Michael Mitchell and Rob Spring

Our overall objective in Shaker Junior High School was to heighten awareness of faculty and staff on the issues of boys and violence; decrease the potential of "bystander" behaviors; increase recognition of positive student behaviors; and "connect" with those boys that have 15 or more infraction points through weekly group meetings.

I. An in-service to administration, faculty, PTA, bus drivers, cafeteria monitors, and building council, was provided to heighten awareness of boys' behaviors in our school. National and local statistics were provided to increase everyone's understanding of boys', and our own possible "bystander" behaviors. At that time, the following in-school statistics were provided:

- Of the 67 suspensions (internally and externally) for student's inappropriate behavior and/or infractions, 82% involved boys.
- Of those students that have 15 or more infraction points, 60% are boys (for 1/2 of the school's population)
- Of those students that are currently "At Risk" academically or promotionally, 63% are boys, as represented by one of the four school halls.

II. A wooden tree has been erected to recognize student's "Random Acts of Kindness", as determined by adults within the school. Each leaf notes a student's name, and is hung on the tree to represent an act of kindness and helping the tree bloom. To date, approximately 100 students have been recognized by teachers, cafe' workers, bus drivers, and staff members for their acts of kindness towards others.

III. A "White Card Group" has been set-up with those boys with 15 or more infraction points. The group was piloted in two of the four halls at the school. Group topics varied, and included, but were not limited to: Why we are here; discussions regarding the "Making Points" video (role reversals) and "Letters from the Inside" (the insensitivity and lack of personal and meaningful connections with others, as noted by inmates and offenders); skill building exercises; visualization exercise (closing eyes to picture bystander taking no action to help others); objectification of women (discussions and defining ourselves from media definitions); journal writing and pictures of each session; and implementation of student's plan to willingly reinvest themselves into the school's community by staying after school with faculty and staff to reduce "white card" points. To date, the total number of infraction points 'worked off' by the boys from this group is 117, or a 71% total reduction. Each boy's individual level of investment to reduce infraction points varied from 48% to 94%. However, every boy attempted and succeeded in reducing some of their points.

The boys enjoy the group, to the extent that instead of dodging authority figures, these boys seek us out to set up the next group meeting time. We perceive the boys as being "reconnected" to the school community, as they each plan and hope to be attending the remaining school functions.

Sample quotes from the boys in group:

"Today was cool. In the beginning of the activity we didn't know what to do. Then, we worked together and afterwards we understood."

"I liked this video tape. It made me think that I definitely want to be here."

"I learned to work as a team."

"The first day I was here, I thought it was going to be stupid. But, after awhile, I realized it might actually be helpful."

"Working together was pretty hard until Nick basically took over. He was recognized the most because he was loudest. I found out that working together can be easy if you take your time."

"Basically, I never thought about the different views on both boys and girls."

PILOT PROGRAMS: THE COLLEGE OF SAINT ROSE

ACTION PLAN #1

The Saint Rose team met with the Education Department at a faculty meeting in February. Those in attendance at the faculty meeting suggested that a survey *(See below) be sent to all faculty in the Department of Education to determine if there was an interest in meeting with our team to discuss the issue of violence in schools and share some of the information gathered at the seminar in January.

The Survey was sent to professors working with Pre-Service Teachers, Administrators, School Psychologists, School Counselors, and School Social Workers. The response to the survey was minimal at best, but there were a number of professors who said they were currently covering the topic of violence in schools within their curriculum.

Since we did not find adequate interest to hold an information session with the professors in the various areas within the education department our next step is to meet with the department chairs in Education Administration, School Psychology, and School Counseling. We will then ask them ways violence prevention curriculum could be integrated in their departments. Based upon their level of interest we will provide them with materials which we have gathered and a bibliography of sources available for use.

ACTION PLAN #2

Campus-wide Awareness, Student Services & Residence Life Involvement. Over the summer our team will meet with both Student Services and Residence Life to coordinate a violence prevention program which will become part of the Saint Rose Orientation for new students in the fall. We have contacted both campus organizations and they have expressed an interest in such a program.

ACTION PLAN #3

Creation of an Enlisting Men & Boys to Prevent Violence half-hour television special. Communication has been made with our team and the Television Studio at Saint Rose as well as News 13 and both have expressed an interest in creating and airing a special program on violence prevention. News 13 did not have an opening for such a program until this summer.

ACTION PLAN #4

This option to connect with MOVE, a national organization, is still being pursued.

SURVEY: THE COLLEGE OF SAINT ROSE

To: Professors working with Pre-Service Teachers, Administrators, School Psychologists, School Counselors, and School Social Workers

From: Dr. Washburn, Jermaine Wells, and Bronson Knaggs

Re: Violence in Schools Survey

Recently a student/faculty team from The College of Saint Rose attended a Capital Area School Development Association (CASDA) Select Seminar entitled "Enlisting Men and Boys in Developing Strategies to Prevent Violence in Schools." As the issue of school violence came into clearer focus, the team felt that pre-service educators need to be made aware of the causes and interventions to what William Pollack, Harvard Medical School Clinical Psychologist, calls a "national crisis of violence in schools..." One of several action plans formulated by the CSR team called for training pre-service teachers, administrators, school psychologists, and school counselors and social workers in awareness and prevention of a problem they will face.

Please help the team determine what is currently being done at Saint Rose and if there is an interest in learning more about school violence and possibly incorporating the subject into some courses offered at the college. We would greatly appreciate a few minutes of your time to answer the following questions. (use the reverse side if needed)

- Which of the above pre-service educators are you currently working with?
- Do you see violence as being a problem in our nation's schools? Please explain.
- Do you feel there is a relationship between violence and gender? Please explain.
- In the courses you teach to pre-service educators, are there any ways in which you cover the topic of violence in schools? Please explain.
- Would you be interested in pursuing the issue of violence in schools using the resources gathered by the Saint Rose team?

Name: _____ Phone # _____

Thank you for your time. Please return this survey to the School of Education Office.

PILOT PROGRAMS: QUESTAR III

ENLISTING BOYS TO DEVELOP STRATEGIES TO PREVENT VIOLENCE

Steps taken so far:

1. Acquired administrative approval from Questar and Schodack School District; both were enthusiastic.
2. Identified four male middle schoolers who have exhibited some gender violence - referrals came from Committee on Special Education (Schodack) and middle school principal.
3. No need to notify the parents since all four were required to attend counseling with me under their Individual Education Plan.
4. Program is co-facilitated by the physical education teacher (male) and myself.
5. We meet two times a week for 30 minutes each time. It will run for eight weeks.
6. Techniques used were from the Mentors in Violence Prevention Program.
   a. Overview of program & pre-test (pp.101-2 of Gender Violence/Gender Justice.)
   b. Video *Violence Against Women*
   c. *Talking Trash*
   d. *Slap Shot*
   e. *Close Your Eyes*
   f. *Male Box*
   g. *Pyramid of Abuse*
   h. Wrap up, post-test, party.

Reflections:

- All of the students (7th & 8th graders) have done nothing to end gender violence according to the pre-test;
- I took the pre-test myself imagining myself as a 8th grader - I did nothing to end gender violence;
- We are being sensitized to gender violence;
- We are a long way away from taking an active part to end violence.

PROGRESS OF IMPLEMENTING PROGRAM FOR STRATEGIES TO PREVENT VIOLENCE

After the select seminar Michael Romalin and Jay Milstein met to discuss plans. We set up a meeting with Rene Silber to obtain administration support.

A meeting was held with Rene, Bill Gulla, Mike Romalin and Jay Milstein. Bill Gulla was initiating a plan at his work place and Mike and Jay would work at Columbia Greene Education Center. Mike and Jay would speak about the conference to the faculty at a designated faculty meeting. Ideas would be collected from the staff for ways we could best serve the students in a vo-tec center.

Due to pressing issues involving the new Regents standards, this will take place at the beginning of the next school year. We have held an assembly conducted by the Columbia County Youth Department. We also are maintaining an active peer mediation group to help students work out their problems. We want to have some outside presenters to talk to faculty and students about preventing violence and respecting all individuals. Also we want to have a group of staff members to work/talk to students that tend to have problems.

- assembly
- inform faculty
- presenter for staff/students
- staff groups
- discussion groups with students
- recognition - well
- student month – one for each program

APPENDIX

Sport In Society

The Center for the Study of Sport in Society

The Mentors in Violence Prevention (MVP) Program produced all of the materials in this appendix.

Northeastern University
360 Huntington Avenue, 161 CP
Boston, MA 021 15
Tel. (617) 373-4025
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WHAT IS MVP?

The, MVP Program, founded in 1993; motivates student-athletes and student leaders to play a central role in solving problems that have historically been considered "women's issues": rape, battering, and sexual harassment.

Until recently, few campus or community-based programs have encouraged young men to work actively on these issues. Funded by the Massachusetts Department of Public Health, the MVP Program motivates men and women to work together in preventing men's violence against women.

Utilizing a unique bystander approach to prevention, the MVP program views student-athletes and student leaders not as potential perpetrators or victims, but as empowered bystanders who can confront abusive peers.

MVP TRAININGS

The MVP program, composed of male and female former professional and college student-athletes, conducts gender violence prevention trainings for a wide variety of high school, college, and community groups.

Typically, the racially diverse MVP staff provides both mixed-gender and single gender sessions. Both interactive sessions consist of awareness raising activities and scenarios that utilize the program's key teaching tool, the MVP Playbook.

THE MVP PLAYBOOK

The MVP Playbook consists of a series of real-life school and social scenarios ranging from sexual harassment to a potential rape involving alcohol. During interactive sessions, the MVP staff uses the Playbook to spark discussions that convey concrete options for non-abusive men and empowered women to interrupt, confront, and prevent violence by their friends, peers, or teammates.

BEST COPY AVAILABLE

By focusing on bystander behavior, MVP reduces the defensiveness and hopelessness that many men and women often feel when discussing men's violence against women. Program participants develop leadership skills and learn to mentor and educate younger boys and girls on these issues. MVP aims to construct a new vision of a society that does not equate strength in men with dominance over women.

HOW BAD IS THE PROBLEM OF GENDER VIOLENCE?

- Battering is the single leading cause of injury to women in the United States—more than rape, auto accidents, and muggings combined. (National Coalition Against Domestic Violence)
- Girls and young women from various socioeconomic and racial backgrounds experience sexual harassment on a daily basis.
- One in six college women reported being the victim of rape or attempted rape in the preceding year. (National Victim Center)

YOU MAKE THE CALL

For more information, or to schedule MVP training sessions, please contact: The MVP Program at The Center for the Study of Sport in Society.

10 THINGS MEN CAN DO TO PREVENT GENDER VIOLENCE

1. Approach gender violence as a MEN'S issue involving men of all socioeconomic and racial backgrounds. Recognize men not only as perpetrators or potential offenders, but also as bystanders who can confront abusive males.

2. If you have a brother, friend, classmate, or teammate who is abusing his female partner, or who is abusive to females in general, don't look the other way. Urge him to seek help, or if you don't know what to do, consult a friend, parent, professor, or counselor. DON'T REMAIN SILENT.

3. Have the courage to look inward. Understand how your own attitudes and actions perpetuate may sexism and violence and work toward changing them.

4. If you suspect that a woman close to you is being abused, or has been sexually assaulted, gently ask if you can help.

5. If you are emotionally, psychologically, or physically abusive to women, or have been in the past, seek help NOW.

6. Be an ally to women who are working to end all forms of gender violence.

Support campus women's centers, attend "Take Back the Night" rallies, and participate in efforts to raise money for battered women's shelters and rape crisis centers. If you belong to a team or fraternity, organize a fund-raiser to support efforts to end men's violence against women.

7. Recognize and speak out against homophobia and gay bashing. Discrimination and violence against lesbians, gays, and bisexuals is wrong. It also is directly linked to sexism (e.g. men who speak out against sexism are often subject to homophobic abuse —one reason so few men do).

8. Attend programs, take courses, and read articles and books about masculinity, gender inequality, and the root causes of gender violence. Educate yourself and others about the connections between larger social forces and the conflicts between individual men and women.

9. Mentor and teach young boys about how to be men in ways that don't involve degrading or abusing girls and women. Lead by example.

10. Don't fund sexism. Refuse to purchase any magazine, rent any video, or buy any music that portrays women in a sexually degrading or violent manner. Protest sexism in the media.

SLAPSHOT

You're in the hallway between classes. You see a couple you know arguing; then you see the guy push his girlfriend into her locker. Other students in the hallway aren't doing anything.

TRAIN OF THOUGHT:

If nobody else is stepping in, why should I? . . . It could get ugly . . .He could turn on me . . .Am I ready to get into a fight, if it comes to that? . . . What if he has a weapon? . . . Besides, if he treats his girlfriend like that and she stays with him, why should I get involved? . . .Is it any of my business? . . .But if I don't do something, I'm saying it's okay for a guy to abuse a young woman . . .What should I do in this situation?

OPTIONS:

1. Nothing. It's none of my business.
2. Attempt to distract the couple somehow, maybe by talking loudly, in order to diffuse the situation.
3. Say something to the guy like, "Hey, leave her alone," and stick around to make sure the situation has 'cooled down.'
4. Talk to the girl and let her know I am willing to help her.
5. When he calms down, either on the scene or later, talk to him about getting counseling to deal with his abusive behavior.
6. Talk about the incident to a parent, guidance counselor, the school psychologist, a teacher I can trust, the nurse, or my coach.
7. Personal Option:

NOTES:

BACKGROUND:

"Slapshot" has proven to be an effective initial scenario for stimulating an interactive dialogue on the dynamics of battering.

DISCUSSION STARTERS:

- Why do you think men hit women? (Note: A young man batters his girlfriend or significant other to establish or regain power and control over her.)
- If he does this in public, can you imagine what he might do in private?
- How would you feel if someone hit your sister in public and no one did anything? (Refer to the Empathy exercise in this Guide, where the guys said men who didn't intervene when a woman close to them was being hit were "cowards" and "losers.")
- You can say: "This is a really difficult situation, isn't it? It's tough to confront a guy who is abusing a woman."
- You can also bring up the young mens' understandable anxiety or fear about intervening in a situation where they might face a serious threat of violence. However, you can point out that intervention can be indirect and they need not put themselves in danger.

COMMON CONCERNS:

- Differing experiences with weapons: high school students will have varying experiences with and consciousness about weapons.
- "What if the woman stays with the guy?" You can discuss briefly some of the reasons why women stay with men: economic dependency, low self-esteem, emotional attachment, fear of being killed (see Related Statistics), but emphasize that we need to be focusing on why men beat women, not why women stay with men who beat them. (See "The Mathematics of Battering").
- "It's none of my business." The single most important thing the MVP program can accomplish is a change in this attitude.

End the scenario by making it clear that battering is indefensible under any circumstance and that other men's silence condones and hence perpetuates this behavior. Also, caution the young men that when assisting a young woman who has been battered, it is important to be respectful and sensitive to her needs. Don't pressure her to admit to being abused. But let her know that she can count on your support if she wants it.

RELATED STATISTICS:

- Battering is the single most common cause of injury to women between ages 15 and 44—more than automobile accidents, muggings and rapes combined.
- 3 to 4 million women in the United States are beaten by male partners every year.
- 1 in 8 teenagers experience physical violence in their dating relationships.
- The highest rates of intimate violence affected women age 16 to 24.

TALKIN' TRASH

You're sitting on the stairs outside of school with a few friends. A girl walks by wearing a tight skirt. Your friends start making crude gestures and harassing remarks, referring to her body and clothes, and saying things like, "We know you like it." The girl is obviously getting upset.

TRAIN OF THOUGHT:

Is she really upset, or does she like the attention? Is it true what they're saying? . . .Does that matter? . . .If I remain silent, am I agreeing with my friends' behavior? . . . What if he reports the incident? . . .Will I have to lie for my friends? . . What should I do?

OPTIONS:

1. Keep quiet.
2. Join in (although my heart's not in it) because I don't want my friends to think less of me.
3. Drift off to the side, away from the activity. Later apologize to the girl for my friends' immature and sexist behavior.
4. Distract my friends by saying something like "That's not cool" and try to convince them to stop.
5. Leave the scene, but later talk to each guy individually and let him know that I have a problem with the way they treated this girl.
6. Talk about this issue with a teacher or another adult I can trust.
7. Personal Option:

NOTES:

BACKGROUND:

This scenario introduces the subject of sexual harassment. It provides an opportunity to discuss the issue of sexism and objectification in situations that do not explicitly involve physical violence. It also can open up discussion about young mens' attitudes toward young women's appearance and sexuality.

DISCUSSION STARTERS:

- What is sexual harassment? What is the difference between flirting and harassment? (See "Working Definitions" for clarification.)
- Would those guys be saying these things if they were alone, or are they trying to show off for their friends? Why would harassing a woman be seen as something "cool" guys do?
- By the way they dress, flirt, or talk, do women bear any responsibility for provoking men's comments or behaviors? Who decides when a situation turns abusive or harassing?
- Has anyone here ever asked a female friend or sister how she feels when men make these sorts of comments, on the street or on campus? What would she say?

COMMON CONCERNS:

- Some young men will rightfully feel like they're risking losing status with their peers if they speak up in a situation like this (i.e. they're not "one of the guys"). This can lead to a discussion of status hierarchies in groups of men, and the role of homophobia as a silencer. Focus on the role of leadership and the need to take risks.
- Some young men might argue that some women actually enjoy this sort of behavior from guys. You can point out that the scenario explicitly states, "The young woman is getting upset." Also, you can ask how they think women feel when they're subjected to this sort of treatment from men.

End the scenario by reminding the guys that sexual harassment by definition is not just harmless fun. It's wrong, and it might be a crime.

RELATED STATISTICS:

Recent surveys on sexual harassment among high school students indicate:

- Sexual harassment is pervasive in secondary schools
- Students consider sexual harassment a serious problem
- The behavior occurs in public places (two-thirds of the situations reported in both studies)
- Students have difficulty getting help, even though a majority in both surveys reported trying to talk to someone about the harassing behavior.

MALE BOX

OBJECTIVES:

- To illustrate how society constructs gender roles for boys and men which may have a negative impact on their behavior and development (e.g., men's violence against women, other men, and themselves).
- To encourage boys and men to define their own individual identities.
- To encourage boys and men to stand up for others who may not fit into socially constructed gender roles.

Time: 25 minutes

INTRODUCTION:

Ask the participants the difference between gender and sex. (You are born with your sex; assigned your gender.) Ask the participants how we learn to be men. (Media, parents, teachers, coaches, peers: all parts of what we define collectively as society.)

EXERCISE:

Draw a large box on the board and write "To Be a Man" at the top. Ask the participants, "What does society stereotypically say it means to be a man?" Responses should fall into the following categories and include:

- Relationships with Women (dominant, player, in charge)
- Attitude (tough, unemotional, hard)
- Possessions (car, money, job, woman)
- Sexuality (heterosexual, player, not gay)
- Behaviors (drinking, playing sports, having sex, fighting)

Then ask, "What names would a boy or man be called if he steps outside of the box?" (Responses will generally include: fag, pussy, weak, woman, bitch.) Facilitate a discussion using the following:

- What do all the words outside of the box have in common? (All negative associations with women and gay men.)
- Why are these words used? (To insult, imply weakness.)
- What message does this send to men? (Girls and woman are inferior to men.)
- How does this impact men's attitude and behavior towards women? How does a group that believes another group is inferior typically treat that group? (Poorly, with no respect.)

Make specific connections between words inside of the box and words outside of the box such as, "If a man cries, he is called a pussy," or "If a man doesn't sleep with a lot of women, he is called a fag." Be sure to make connections involving the five categories above.

Finally ask, "What harmful things do men and boys do to stay in or get back into the box?" (Ex: verbal and physical challenges, suppression of emotions, risk-taking behavior, pressure and stress to attain lofty goals, oppression of underprivileged groups.)

CONCLUSION:

Emphasize the following points to participants:

- Define your own identity.
- It is OK to have some of the qualities/characteristics that are inside the box as long as it is your decision, not a response to conform to a socially prescribed gender norm.
- As leaders, support other boys and men who may choose to be outside of the box.

CLOSE YOUR EYES

OBJECTIVES:

- To personalize the issue of men's violence against women.
- To highlight the role of bystanders in reducing men's violence against women in all of its forms.
- To gather a consensus that the bystander should have "done something."

Time: 10 minutes

INTRODUCTION:

Ask the participants, "Does anyone know what a visualization exercise is?"

(A visualization exercise is picturing or imagining a series of events in your mind.)

Once the definition has been established, say, "The following exercise may be very emotional and personal. This is an optional exercise and you may stop at any time." Then ask participants to close their eyes and take several deep breaths to relax.

THE EXERCISE:

Begin the exercise by saying the following:

"Picture in your mind the woman you care about the most: your mother, your girlfriend, your sister, your grandmother, your aunt, or female friend. (PAUSE) She's at a party, in a room, or on a street. (PAUSE) And she's being assaulted by a man. (PAUSE) Now imagine that there's a third person in the scenario, a bystander, who sees what's going on and is in a position to do something to stop this from happening, but chooses to do nothing. This bystander either watches or walks away."

Then say, "You may open your eyes now."

Note: In a single gender session, the bystander should be the same gender as the program participants.

QUESTIONS:

Acknowledge how difficult it may be for the participants to visualize such a horrible and personal crime, then ask:

1. How did it make you feel to imagine the woman closest to you being assaulted?
   - Try to get participants to share feelings other than anger or rage.
   - It may be helpful to ask: Did this make anyone sad, hurt, or frustrated? Try and keep the students from going directly to anger.
   - You may also want to let students know that it is difficult to express our emotions because we've been socialized to keep them inside.

2. How do you feel about the bystander?

3. What words would you use to describe this person?

4. Raise your hand if you wanted the bystander to do something.

CONCLUSION:

Ask participants, "Why do you think I took you through this exercise?" (Refer back to objectives)

Throughout MVP workshops, remember to remind the students how they felt about the person who was in a position to prevent or interrupt sexist abuse, but did nothing.

PYRAMID OF ABUSE

OBJECTIVE:

To illustrate how subtle forms of sexism can, if left unchecked, progress into more blatant forms of violence and misogyny.

Time: 20-25 minutes

INTRODUCTION:

Use an analogy that illustrates a progression (e.g., the construction of a house).

THE EXERCISE:

Ask the participants, "In what ways are women devalued (treated as less than men) in our society?"

Responses will vary according to the group. As participants respond, write each category in the appropriate level on the board. The most blatant forms of men's violence and misogyny belong at the top, while the more subtle forms of sexism should be written at the bottom (see attached "Pyramid").

Write the actual words that the participants use on the board next to or under the category. For example, if a participant says "Women are devalued when they are called bitches or sluts," the facilitator should write "LANGUAGE" in the middle of the board at the appropriate level and write "bitches" and "sluts" next to the word "LANGUAGE."

After the board is filled, draw the pyramid around the words. Make the connections between each category of the Pyramid to illustrate how subtle forms of sexism (the lower levels of the Pyramid), if left unchecked, can progress into more blatant forms of men's violence and misogyny (the upper levels of the Pyramid). The specific examples written next to the category will be helpful in illustrating the connections. For example:

1. If we laugh at sexist jokes on Saturday Night Live, what are we saying? (That it is OK to use that kind of language?)

2. If we say it's OK to call women bitches and sluts, then what's preventing us from objectifying them as sexual objects?

3. If we treat women as sexual objects, is it easier for us to think of them as less than men?

4. If we allow traditional roles to be maintained, will women have equal opportunities in schools and sports? (Many institutions are not in compliance with Title IX.)

5. Do women have equal opportunity to succeed in schools or the workforce today?

6. If women are able to make it through the glass ceiling, why should they deserve equal pay? (Traditional roles tell us that the man is the breadwinner and a woman's income is only supplemental anyway. She doesn't need equal pay if she has a man at home who's earning the real income.)

7. If you do reach this level (past the glass ceiling) and something happens to you, it's your fault because you shouldn't have been there anyway.

CONCLUSION:

Points to make:

- If a person tells sexist jokes or refers to women as bitches, that person is not automatically going to rape and murder women. HOWEVER, telling sexist jokes and referring to women in a derogatory manner contributes to a climate in which women are thought of as less than men. This climate contributes to the cultivation of attitudes that lead some men to abuse, rape, and murder women.
- More than 90 women are murdered every week. Homicide is the second leading cause of death for all women aged 15-24. A woman is battered every 9 seconds.

Use current news stories to help illustrate the pyramid.

PYRAMID OF ABUSE:

MURDER
RAPE/SEXUAL ASSAULT
PHYSICAL ABUSE
hitting, punching , slapping, burning, pushing, pinching

VERBAL ABUSE
name calling, yelling, threats, verbal intimidation

VICTIMIZATION
she deserved it, it was her fault, victim blaming, she should have known better, why was she walking alone at night?

.76
lower salaries

GLASS CEILING
females as workers/secretaries/managers, not CEO's

TITLE IX EDUCATION
lesser facilities/equipment, unequal media coverage, double standards, no equal access to sports or education

TRADITIONAL ROLES
woman as secretary/man as boss, man at work/woman at home, woman as domestic/nurse/teacher, man as manual laborer, CEO

OBJECTIFICATION
magazines, TV, showing body parts only, scantily dressed

LANGUAGE
bitch, ho, slut, stupid, over-emotional, chick, broad

JOKES
Saturday Night Live, dumb blondes, etc.

IMAGINING AND REIMAGINING..

"Close your eyes"

A writing activity

Ask the students to close their eyes to participate in an interactive exercise. Once they've closed their eyes, say "Imagine that the woman you care about the most (your mother, sister, daughter, girlfriend) is being raped, battered or sexually abused. Now, imagine that someone else is in the room and watches it take place and doesn't do anything about it." Give them at least 30 seconds to think about the scenario before asking them to open their eyes.

Now ask the students to write about how they feel, first about the assault, and then about the passive bystander. Does it matter whether that person (the bystander) was a woman or a man? How do they feel about that person's inaction in the face of an assault against someone they care about?

Then, ask the students to rewrite this scene, with the observer intervening during the incident. How does that make them feel?

AFTERWORD

The reports from the teams of men who attended this Select Seminar should be viewed as beginnings. In each of the reports, the one common theme throughout is that this is the first step of many which their schools have adopted in a continuing task of attacking the root causes of violence in men against women and other men.

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Richard Bamberger synthesized the writings and the Select Seminar discussions to write this report.

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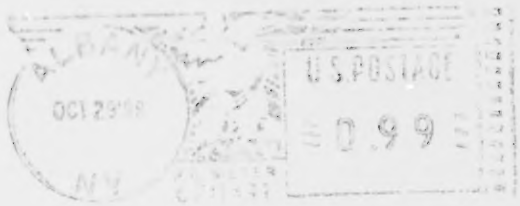

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